

Documentation as Relationship

with Karyn Callaghan, Jason Avery and Carol Anne Wien



Gemma, 2 years old

Documenting children's investigations and relationships is increasingly recognized as central to the practice of educators of young children. This is a disposition that requires us to cultivate a context that challenges children and supports their engagement with materials, ideas, and each other. As we hone those skills, we will also have vibrant, authentic information from which we can make meaning, with many different questions in mind, inviting different perspectives – i.e. we can create documentation. In our time together, using examples of documentation created by Jason Avery, we will consider how we give visibility to our view of the child, families, teaching, and learning.

Sept. 1,
2016

Participants are invited to **bring a piece of documentation-in-the-works**, so we can work together to consider different perspectives about what the documentation reveals, not only about the children's thinking, but also about our own questions, learning, values, and assumptions.



Burnaby Central Secondary Conference Room
6011 Deer Lake Parkway
Burnaby, BC

8:30 am Registration and networking
9:00 am Workshop opening
12:00 - 12:45 pm Lunch and networking
2:30pm Workshop closing

\$75
Out of District
educators

Registrations to
Joanne.Whalvin@sd41.bc.ca
***Register early as space is limited**
Certificates for professional development hours available



Karyn Callaghan was the program coordinator in the Bachelor of Early Childhood Studies program at Charles Sturt University, and is the founder of the Artists at the Centre – Making Thinking Visible project. Since 1997, she has been exploring the philosophy that has guided early education programs in Reggio Emilia, Italy. Karyn is currently president of the Ontario Reggio Association, a national director of the Canadian Association for Young Children, and a board member of the North American Reggio Emilia Alliance. Karyn has authored and co-authored articles published in national and international journals, and has been a keynote speaker at conferences across Canada and in the United States, Asia and Australia. She has also participated in preparing support materials for the Ministry of Education for its “Think, Feel, Act” and “How Does Learning Happen?” documents.



Jason Avery worked in collaboration with early childhood educators in a family resource centre for 11 years as a professional artist with the Artists at the Centre project. Samples of his documentation appear on the project website, www.artistsatthecentre.ca. Jason has spoken at conferences across Canada and in the United States, and contributed to pedagogical writings about his work.



Carol Anne Wien is Professor Emerita in the Faculty of Education, York University, Toronto. She is the author of *The Power of Emergent Curriculum*, *Negotiating Standards in the Primary Classroom*, and *Developmentally Appropriate Practice in ‘Real Life,’* and editor of *Emergent Curriculum in the Primary Classroom: Interpreting the Reggio Emilia Approach in Schools*. She is a co-author, with Karyn Callaghan and Jason Avery, of a book just published (2016), *Documenting Children's Meaning*. She has long been a student of the Reggio Emilia experience and a supporter of emergent curriculum and pedagogical documentation, speaking frequently at conferences across Canada and in the USA. She loves the arts -- traces of the creative spirit -- and constantly attempts to build them into daily life.

Documenting Children's Meaning: Engaging in Design and Creativity with Children and Families

The amazing and complex work of children's minds is made visible in this groundbreaking new book from Together for Families in Hamilton, Ontario. Inspired by the world-renowned Infant/Toddler and Preschool centres of Reggio Emilia, Italy, artist Jason Avery and his colleagues use photography, recording of children's words and drawings, and reflective commentary to document the investigations and emergent concepts taking place in this urban drop-in centre serving children and families from infancy onward.

In a welcome departure from the world of ‘make-and-take’ and rote learning, we see children's authentic engagement with their curiosity about the world honoured and made visible. We see sustained, long-term relationships that cultivate and reinforce a positive view of children and families. We see the powerful results of an educational setting in which children are supported in their investigations of the things that interest them.

